

Initial Assessment on Higher Education Exit of SHS Andresians: A Descriptive Study

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ABSTRACT

One of the K–12 curriculum's primary objectives is to provide learners ample time to adjust and acquire the abilities for the desired exit. The learners are expected to move on to middle-level skill development, entrepreneurship, or college. Yet, concerns are raised about the curriculum offering the instructions needed to help learners build the skills necessary to be successful in their chosen careers. With an initial evaluation, this study seeks to ascertain the level of readiness of the Don Andres Soriano National High School Senior High School Grade 12 learners for the school year 2022-2023 to pursue the various Senior High School exits. A comparative-descriptive research design was used for this quantitative study of 227 randomly chosen Grade 12 (margin of error of 0.05). Scaling and multiple-choice questionnaires similar to those used on college entrance exams were the two types of questionnaires used in this study. Results indicated that the majority of learner-respondents wanted to continue their education after high school. Also, statistics revealed that competency learners primarily excelled in independent learning. Ironically, the self-manage ability is the one that needs the most development in order to move on to college. The null hypothesis is rejected since only 56.64% of learner-respondents chose to pursue higher education and passed the college exam. The learners are not prepared to proceed on their chosen senior high school exit. Thus, this survey found that learners are still not prepared to move on to their preferred senior high school exit. It implies that more training and learning reinforcement may be deemed necessary to further improve Senior High School learners.

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KEYWORDS: SHS Exits, Competencies, Preparedness, Higher Education, Toledo City, Philippines

1. THE PROBLEM AND ITS SCOPE

INTRODUCTION

The Kindergarten to 12 educational curriculum aims to enhance the learners' basic skills, prepare graduates for lifelong learning, and produce more competent citizens ready for employment. Practiced by several countries in the world, it offers a decongested 12-year program that gives learners

sufficient time to absorb basic competencies and master skills necessary for global demands. Among all countries in Asia, the Philippines was one of the last counties to adapt the K to 12 Education Curriculum enacted in 2012, better known as The Enhanced Basic Education Act of 2013.

According to the Psychological Association of the Philippines (2013), the extension of basic education to 12 years seeks to boost the quality of Philippine education to make it at par with that of other countries. Hence, the revamp of the country's education system encompassed six salient features: 1) strengthening early childhood education through universal Kindergarten, 2) making the curriculum relevant to learners, 3) ensuring integrated and seamless learning, 4) building proficiency through the use of mother tongue-based multi-lingual education, 5) provision of career tracks and 6) nurturing holistically developed Filipino.

Since its enactment to law, significant changes have been notable in the education spectrum as manifested in the quality of graduates produced. Obvious in the learners' communication, collaboration, creativity and critical thinking skills, the spiral progression approach provided at the on-set of knowledge and skills acquisition and developed gradually through tailor-fit curriculum instruction, the latest education system reveals both triumphs and challenges. While secondary education was once viewed as an academic preparation towards higher education, its major thrust at present is to help the students display great knowledge and develop continuing skills that will prepare them for their chosen senior high school exits--- higher education, acquiring middle-level skills, venture entrepreneurship or land into employment.

These exits set off critical preparation for the learners from both academic and Technical, Vocational and Livelihood (TVL) Track as any of these serve as a springboard to college courses helping them make a well-guided decision in choosing the appropriate course.

Meanwhile, those who are under the Technical, Vocational and Livelihood (TVL) track are gearing to proceed in the development of middle-level skills making them eligible for Technical Education and Skills Development Authority (TESDA) Certificates of Competency (COC) and National Certificates (NC). With this, learners are expected to further develop their skills in hands-on or practical intensive training necessary for the global demands of the century. In addition, the newly implemented program also encourages students to become entrepreneurs with enough training equipped towards running and managing businesses which will allow learners to implement business ideas in making a profit.

With this at hand, challenges are seen to have entered the picture. The biggest concern is about whether the curriculum offers instructions that actually help learners build the necessary skills essential to their

chosen careers. This raises an alarm because of the congruency of the education curriculum that is expected to meet the standards of higher education learning, the work arena, and even skill-driven endeavors of their own. Some view the K-12 education system as an ambitious move of the country and the curriculum designers considering the scarcity of resources, insufficiency of qualified educators, and inadequate information dissemination on the guidelines of its implementation. Thus, the readiness of the senior high school graduates is being questioned.

In order to be prepared, learners must be equipped with substantial knowledge, brimmed with appropriate skills, and endowed with lifelong values congruent to their chosen exits. These are enormous considerations for the learners to succeed and become more productive in their quest for the greater good. With Kto12's primary goals to provide sufficient time for mastery of concepts and skills, develop lifelong learners, and prepare graduates for tertiary education, it is vital to consider the preparedness aspect of the learners as the primary movers of the said curriculum makeover.

Hence, the objective of this study is to determine the preparedness of Senior High School students through an initial assessment to cognize if the students are prepared to undertake the different senior high school exits. Lastly, it will also identify the contribution of the school in terms of holistic development as an aid in gauging the efficacy of the K to 12 program.

THE PROBLEM

Statement of the Problem

This study entitled, "Initial Assessment on Higher Education Exit of SHS Andresians: A Descriptive Study," aimed to assess the congruency of the Grade 12 learners' current competency to their chosen exits at Don Andres Soriano National High School, Don Andres Soriano, Toledo City for the school year 2022-2023.

Specifically, it sought to answer the following questions:

1. What is the demographic profile of the learner-respondents in terms of the following:
 - 1.1. strand and
 - 1.2. preferred Senior High School exit?
2. Based on the initial assessment, what are the competencies that learners excel in most?
3. What is the percentage of congruency of the Senior High School learners' initial assessment results to their chosen exits?
4. Based on the findings, what competencies need to be improved to be congruent to their preferred exits?

Statement of Null Hypothesis

H₀. The Senior High School learners are still not prepared to proceed on their chosen Senior High School exits.

Significance of the Study

This study will benefit the following:

Learners. The learners' decision on their course of study following senior high school will be aided by this study. The learners will be able to assess whether their chosen exit is compatible with their present abilities and knowledge at the conclusion of this study. A self-reflection will be greatly emphasized in this study for them to better know their capabilities and the future to take.

Parents. This will provide the parents with critical ideas if their child should proceed to college, employment, development of middle-level skills or entrepreneurship as their chosen senior high school exit. Through that, they will be able to support their child's decision as well.

Teacher. This study will give the teachers some ideas on how to help their learners in enhancing or gain the skills needed for their chosen senior high school exits. Educators will become sensitive to the needs of the learners and would try to assist them by integrating and reinforcing activities that would definitely address the insufficiency of their skills and fully gear up learners in order to be more prepared for the greater battle after senior high school.

School Administrator. This will help the school administrator develop better programs which in turn will help the students gain more experience and necessary knowledge to be able to proceed on their chosen SHS exits and for the school to also gain a good reputation for producing quality graduates.

Future Researchers. This study is beneficial to future researchers since this can serve as a guide and a source in conducting a research study related to the initial assessment of senior high school students in preparation for their chosen exits.

Scope and Delimitation

This study entitled, "Initial Assessment on the Senior High School Learners in Preparation to their Chosen Exits," was conducted at Don Andres Soriano National High School. This study aimed to assess the current competence and skills of the students toward their chosen senior high school exits. Out of the total population of 520 learners from Grade 12, with a confidence level of 95 percent (margin of error of 0.05) the researchers randomly picked 227 learners from Academic and Technical-Vocational-Livelihood (TVL) tracks to answer the standardized

questionnaires that will be given by the researchers. Through the results, the researchers determined whether the learners chose higher education (college admission), employment, entrepreneurship, or middle-level skills as their chosen exit.

2. THEORETICAL BACKGROUND

This study aimed to assess the preparedness of Grade 12 Senior High School learners for their chosen senior high school exit: higher education (college admission), employment, entrepreneurship, or middle-level.

This study was anchored on the theory of Social Cognitive Career Theory which was derived from Albert Bandura's Self-Efficacy Theory and General Social Cognitive and General Social Cognitive Theory (Lent, 2023). This study is premised on the theory of Bandura's Social Cognitive Career Theory (1989) and developed by Lent, et al (1994). This theory has been used to understand and predict career choices, thus helping in exposing areas that may aid researchers to understand more about career decision-making and career-related personal variables.

Social Cognitive Career Theory with its roots in Bandura's (1986), SCCT was developed by Lent, et al. (1994) to facilitate an understanding of career choice, interest, and performance processes. This theory distinguishes the factors that interact when a student chooses a certain track and progresses on the chosen career path. Moreover, it provides a framework for using social cognitive processes to explain success and failure, academic outcomes, and career outcomes.

Social Cognitive Career Theory is divided into two levels of theoretical analysis: the presentation of cognitive-person variables and the analysis of the additional sets of variables that may influence career-related interests and choices behavior (Lent, et al. 1994). The first level includes the core variables that affect career choice: self-efficacy, outcome expectations, and goals. Self-efficacy involves the learner's perception of whether he or she can succeed at a particular career choice. Outcome expectations include the student's perceived tangible rewards for successful performance. Bandura (1989) asserts that goals are the learner's determination to accomplish a particular outcome. Furthermore, it concerns an individual's belief in their capacities to successfully control actions or events in their lives. These beliefs are based on the individual feeling that they possess the requisite cognitive abilities, motivation, and resources to complete the task (Wood & Bandura, 1989).

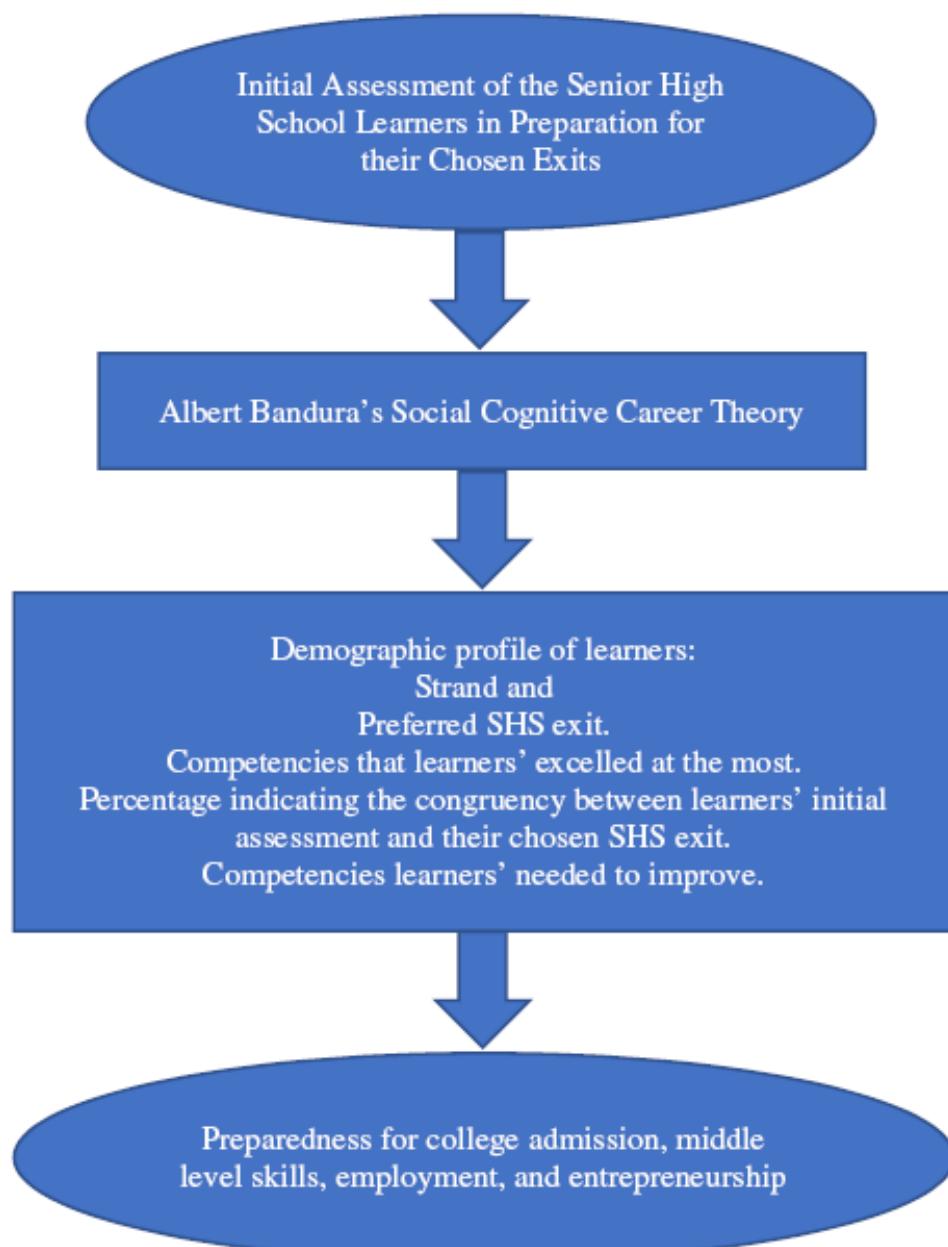


Figure 1: Schematic Presentation of the Theoretical Background of the Study

REVIEW OF RELATED LITERATURE

For the past three years, the Philippines had been administering the new educational system. Prior to this, Philippine education applied the American schooling system wherein elementary school covers the first six years of compulsory education (Grades 1-6) informally divided into 3 years of primary level and 3 years of intermediate level, while secondary education consists of only four levels. Recently, the educational system of the Philippines converted to the widely used Enhanced Basic Education System, which was approved on the year 2013 and was stated in the RA 10533.

The newly administered K to 12 curriculum, which started in the year 2012 was established by former President Benigno Aquino III. According to Lorenzo E. Mendoza (2019), the “K to 12 Basic Education Program has equipped them with values, knowledge, and skills that communities, businesses, and industries need.” This basically means that through the K to 12 program skills and knowledge needed for the different SHS exits can be met such as numeracy skills for entrepreneurship, critical thinking skills for higher education, etc. This also implies that whichever exit the student chooses, he or she is already equipped with the necessary skills and knowledge needed for him or her to be accepted by the school or management.

In accordance with this, since the K to 12 program was recently established as the new educational system of the Philippines, the students can now decide on what to pursue among the four SHS exits-higher education, entrepreneurship, employment, or middle-level skills development. The K to 12 provides the students the knowledge and skills to continue their desired exit and become full-pledged contributors to social development as envisioned by the Department of Education.

On the other hand, Briones (2018) stated that “The program is a failure because most senior high school (SHS), Briones was referring to the Technical Vocational Livelihood (TVL) students, she said that not all TVL learners are going to get a job once they graduated from senior high school, some of the students are planning to proceed to college. Fortunately, Briones added that K to 12 Program gives learners better options and opportunities to improve their education.

In conformity with this, according to Assistant Secretary Nepomuceno Malaluan of the Philippines News Agency (PNA), “The K to 12 programs, in its third year of implementation is already in a good position in terms of the required infrastructures, materials and teacher training”. In accordance with this statement, a recent survey showed that Senior High School Education has decreased the percentage of dropouts among high school students. This means that K to 12 curriculum brings a positive impact on the education of senior high school learners.

The senior high school serves as the preparatory level of learners before stepping into the next level whether for college admission, middle-level skills, employment, and entrepreneurship. Senior high is the additional year in secondary education where its main goal is to give every learner enough time to master their skills and concepts so that they will be ready for their chosen exits.

Chait and Venezia (2009) in their journal entitled “Improving Academic Preparation for College asserts that “our society is moving toward a model of preparing all learners for some kind of education and training after high school.” That’s what learners say they want for themselves, and what analysts and policymakers at all levels believe is needed for success in a global economy. The advantages to the individual are clear-college graduates earn more money, enthrall greater civic participation, have better career opportunities, and have higher overall qualities in life. Stagnant rates of college completion, high rates of remediation and more time to degree completion indicate that some learners are not fully ready to proceed academically in college. Moreover, not all senior high school graduates in academic strand will proceed in higher education instead they want to have a job to support their families.

On the other hand, Yorke (2005) opined that employability refers to graduate’s achievement and his/her potential for obtaining, and succeeding, in graduate level job-placement. He clarified that employability connotes a graduates “potential to obtain a graduate job, and should not be confused with the actual acquisition of a graduate job” (P.2). McGrath (n.d.) asserts that students “employability skills will improved by maintaining a working relationship/interaction between schools and employers, understanding of industrial realities, work placement for staff and students, as well as adapting new approach to teaching and learning that highlights core skills and attitudes, job seeking skills and learning that highlights core skills and a repackaged set of technical and occupational skills. Careers and Employability Centre, Loughborough University (n.d.) delineate employability skills as professional competency that include analytical and problem-solving skills, numeracy, confidence, time management, team working, communication skills, information technology, and monitoring skills which students helped to develop alongside subject/discipline. Otherwise, a graduate will skills without the right attitude will most probably fail in getting employed.

According to Erasmus, et al. (2006), entrepreneurship education is a structured formal conveyance of entrepreneurial competencies which in turn refers to the concepts, skills, and mental awareness used by individuals during the process of starting and developing their growth-oriented business venture. Moreover, the Consortium for entrepreneurship education (2004) reveals that entrepreneurship education is lifelong learning. In addition, the additional two years of secondary education is not enough for senior high school graduates they must have a lifelong learning process in entrepreneurship education in order to proceed in entrepreneurship.

On the other hand, Aniceto, et.al (2018) made mentioned that in Senior high School and Labor Market: Perspective of Grade 12 Students and Human Resources Officers, Grade 12-Graduates who took the TVL track and obtained NCII and III may be hired as middle-level skilled workers in home economics (i.e., caregiving, cooking, baking, housekeeping, etc.) industrial arts and ICT (p.7). These skills support those graduate learners who are under the TVL track and it has certification of NCII and III. Senior high school graduates may also be hired in entry-level positions outside the TVL track, such as bookkeeping and clerical work among others.

In accordance with this, the K to 12 Curriculum helps the learners choose a field that they are good at and are interested in. Hence, they will be equipped with the skills needed and be prepared for their chosen career or job.

3. METHODOLOGY

This chapter presents the methods and research design being utilized by the researcher in the conduct of the study.

Research Design

This is a quantitative study that used a match comparison research design wherein the skills of the SHS learners were compared to their chosen SHS exit test scores. This was done in order to find out if both results were matched and if the Grade 12 learners are prepared to proceed towards their chosen exits.

Respondents were chosen through simple random sampling. The inputs for this study were the standardized questionnaires that were provided by the researchers which determined the learners' chosen senior high school exits and their preparedness to proceed.

In order to obtain the needed data for this study, the researchers conducted two survey sessions for the Grade 12 learners. Through the data gathered, the researchers were able to formulate the output for the study which is an essay that delineates the preparedness of the learners apropos to their chosen SHS exits.

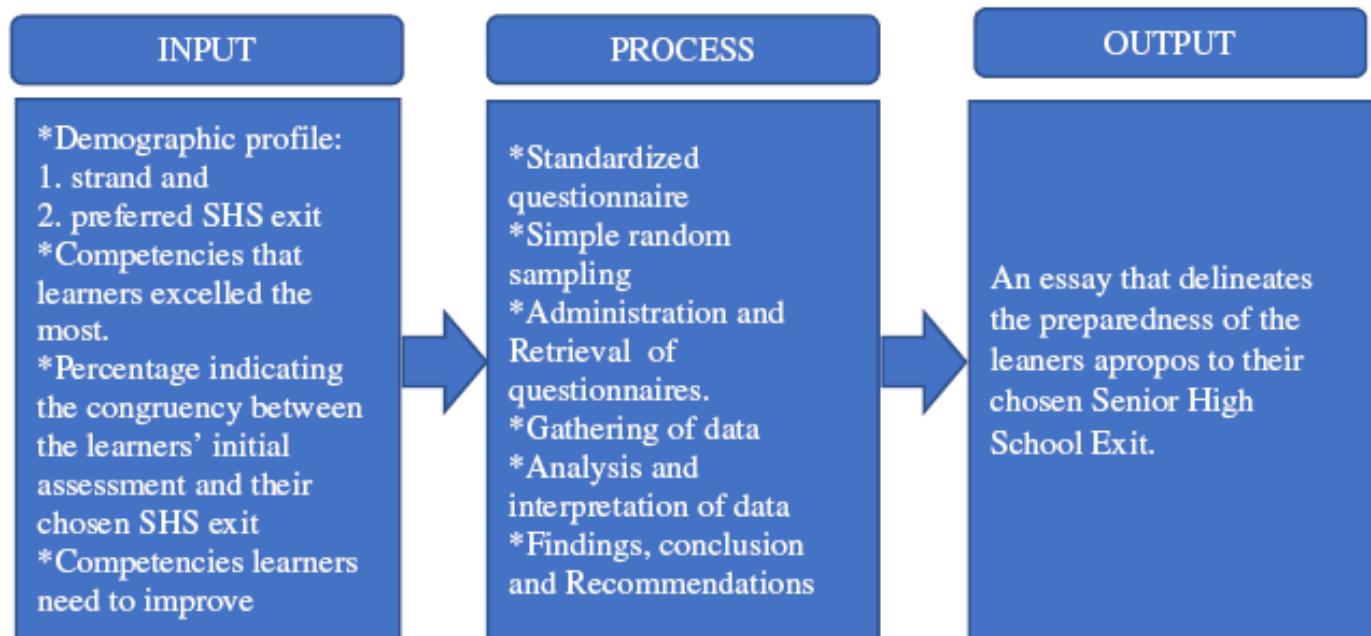


Figure 2: The flow of the Research Study

Research Environment

The study experiment was conducted at Don Andres Soriano National High School for the school year 2022-2023. This school is found in the City of Copper with a Heart of Gold- Toledo City, Cebu. It is located 14 kilometers eastward away from Toledo City Proper. The topography and land construction are somewhat hilly in some portions, partly rocky, and areas with lime soil with flat school grounds along the Toledo-Naga National Road.

Don Andres Soriano National High School (DASNHS) is a car-line school and one of the biggest public schools in Toledo City. Consisting of more than 4,300 learners, 147 teachings (140) and non-teaching staff (7), and one administrator. It is serving the barangays of Lutopan, Uling, Media Once and Mayana.



CEBU PROVINCE

Location Map of the Research Environment (hk.images.search.yahoo.com)



<https://toledocpdo.weebly.com/barangay.html>

Map of Toledo City

Respondents

The respondents of this study were the Grade 12 learners of Don Andres Soriano National High School from both Academic (STEM, HUMSS, and ABM) and TVL (EIM, SMAW, BPP, and Cookery and Wellness Massage and Beauty Care) tracks. Through the use of Slovin's Formula, 227 learners were randomly chosen out of 520 whole population of Grade 12 learners as the respondents. Specifically, 20 learners from STEM, 60 from HUMSS, 30 from ABM, and 117 from the TVL track were chosen randomly.

Instruments

This study utilized two types of questionnaire videlicet, scaling questionnaire (primary questionnaire) which let the respondents rank their level of competence towards the given statements in order to determine what competencies they excelled the most out of the 11 namely: communication, problem-solving, and teamwork, planning and organizing, creativity or innovation, working with others, independent study, numeracy skills, ICT skills, self-management skills, and time management or prioritizing; and the multiple choice type of questionnaire (secondary questionnaire) which basically let the respondents choose the best option among the given choices that primarily answer questions for college admission.

The survey process comprised two sessions where the primary questionnaire was utilized in order to determine the learners' strand, preferred SHS exit, and level of competence. Whereas the secondary questionnaire was utilized in order to obtain the scores of the respondents to be compared to the competencies they excelled the most based on the results from the primary questionnaire.

Among the 227 respondents, 181 learners chose higher education as their SHS exit. The students were given the secondary questionnaire which was an exam for college admission. Out of the four (4) SHs exits, there were only two sets of questionnaires that were available (Higher Education and Entrepreneurship) since the two other exits namely: middle-level skills development and employment cannot be assessed through a written examination.

Data Gathering Procedure

Prior to the conduct of the study (survey), the researchers submitted a transmittal letter that was signed by the school administrator. Another letter was presented to the subject teacher of the students so the researchers were able to conduct the survey inside the class.

The survey was divided into two sessions. At the first session, the researchers provided a 32-item questionnaire that determines the learners' preferred senior high school exits and the competencies they excelled the most. On the other hand, in the second session, the learners were provided with another questionnaire that substantiated the results in the first session which coincided with the learners' field of expertise or their knowledge.

Statistical Treatment

This study utilized descriptive statistics which includes frequency distribution and general mean average. Through the use of frequency distribution, the results of the primary questionnaire were compared to the test scores from the secondary questionnaire.

Scoring Procedure

Performance Level	Scores	Level of Definition Assessment literacy
Outstanding	25-30	The respondents are prepared for their chosen SHS exits.
Very Satisfactory	19-24	The respondents are proficient in their chosen SHS exits.
Satisfactory	13-18	The respondents need improvement in order to be prepared for their chosen SHS exits.
Fair	7-12	The respondents have a partially low preparedness in their chosen SHS exits.
Poor	0-6	The respondents are not prepared at all.

DEFINITION OF TERMS

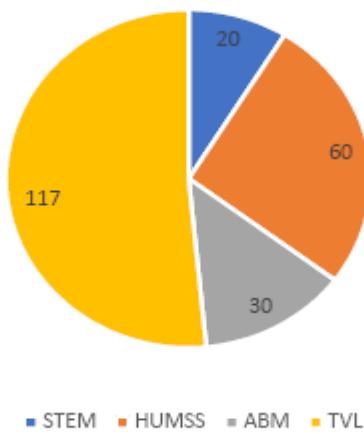
To fully understand the terms used in this study the following are defined operationally:

- ABM** - an abbreviation for Accountancy, Business, and Management. This is one of the strands of the K to 12 Senior high School in the academic track.
- Competencies** - a set of skills that will determine if the learners are competent enough to proceed toward their preferred SHS exits.
- Higher Education** - one of the SHS exits, where learners can proceed to the course they wished to take that makes them gain a bachelor's degree or associate degree at the university/ college of their choice. This is the exit that was chosen by most respondents as their SHS exit.
- HUMSS** -abbreviation for Humanities and Social Science. This is one of the strands of the K to 12 Senior high School in the academic track.
- Initial Assessment** - an examination used to determine the preparedness of the learners to proceed on their chosen SHS exits.
- Preparedness** - refers to the learners' ability to qualify on proceeding toward their chosen SHS exits.
- SHS exits** -these refer to the possible option a learner may have after graduating senior high school. These exits are for higher education (college), entrepreneurship, employment, and middle-level skills development.
- SHS learners** - the respondents of the study; specifically refers to the grade 12 students of Don Andres Soriano National High School.
- Skills** - the ability that learners' obtained throughout their school years.
- STEM** -an abbreviation for Science, Technology, Engineering, and Mathematics. This is one of the strands of the K to 12 Senior high School in the academic track.
- TVL** -is an abbreviation for Technical Vocational Livelihood. This is one of the tracks of the K to 12 Senior high School.

4. PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

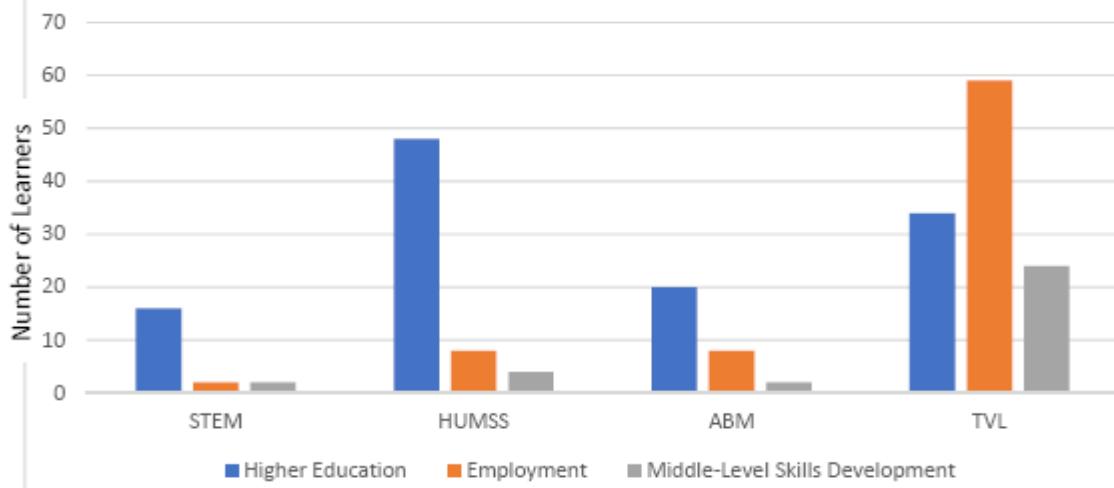
This chapter presents the data gathered by the researchers that shows the congruency between the skills that the learners excel in the most and their chosen senior high school exits.

Graph 1. Frequency Distribution of Senior High School Learner Respondents

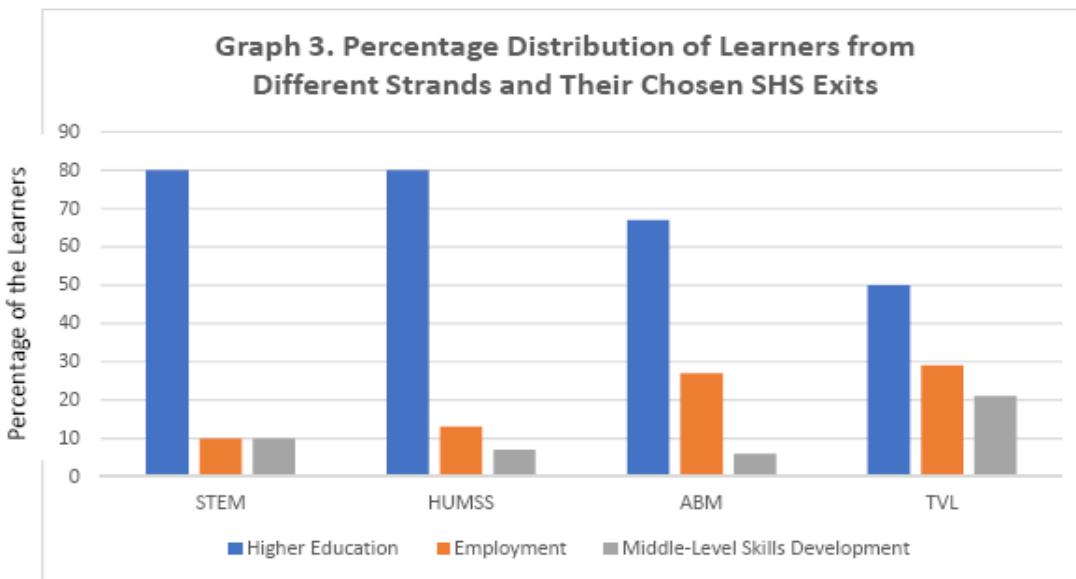


The graph shows the frequency distribution of senior high school respondents wherein from the Academic track -STEM strand had 20 learners (8.8%), HUMSS had 60 learners (26.43%), and ABM had 30 learners (13.22%) and TVL track had 117 learners (51.54%). The greatest number of learner respondents came from the TVL track which composed more than half of the total sample size.

Graph 2. Number of Learners from Different Strands and Their Chosen SHS Exits

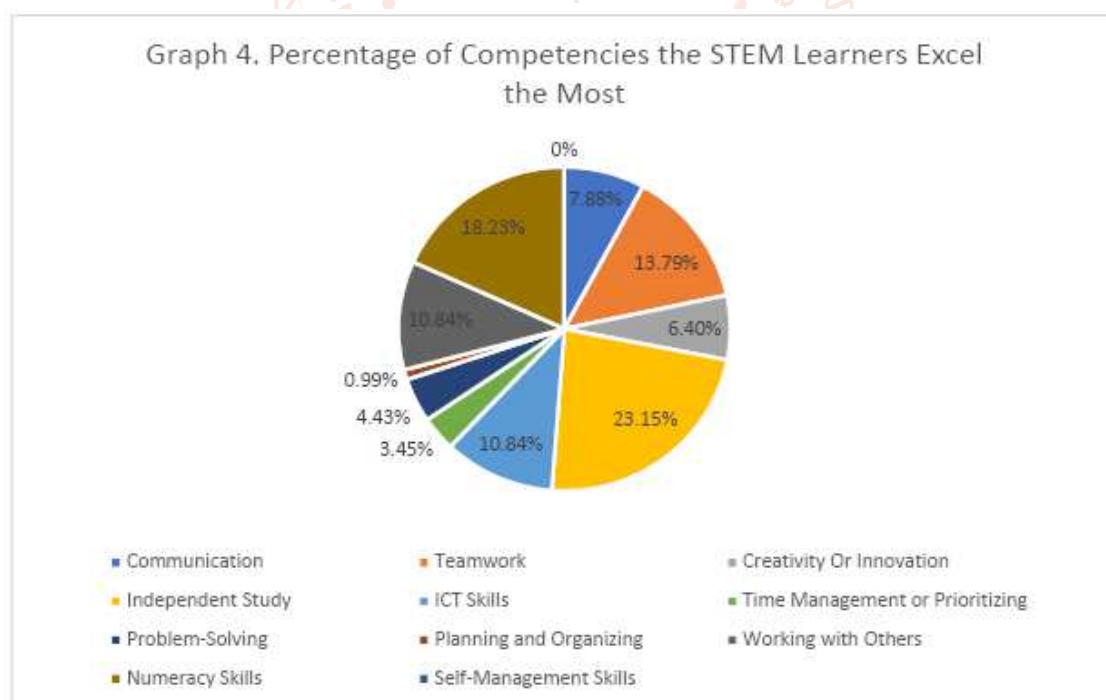


The graph shows that 80% (16 learners) from the STEM strand chose higher education as their Senior High School exit, 10% (2) for employment, and another 10% (2) for middle-level skills development. For the HUMSS strand, 80% (48) of learners chose higher education, 13% (8) of learners chose employment and the remaining 7% (4) of learners chose middle-level skills development as their SHS exit. In ABM, 67% (20) of learners chose higher education as their senior high school exit, 27% (8) for employment, and 6% (2) for middle-level skills development. Furthermore, in the TVL track, 50% (59) of learners chose higher education, 29% (34) of learners choose employment and 21% (24) of learners chose middle-level skills development as their exit. From the data gathering made there was 0 (0%) none chose entrepreneurship as their chosen exit.



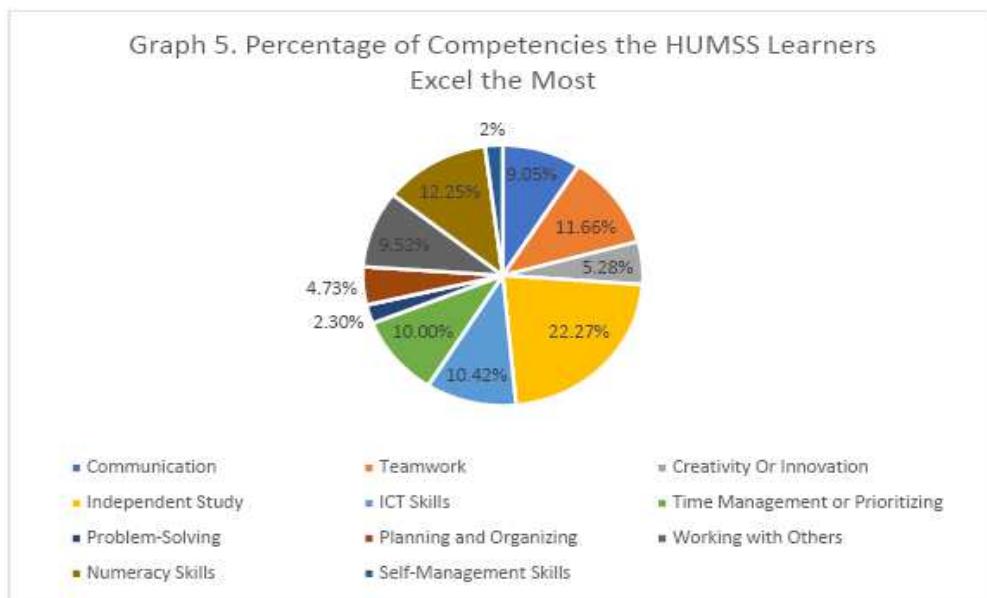
Furthermore, the graph 3 above shows the percentage distribution of learners from different strands. This graph shows that 80% from the STEM strand chose higher education as their Senior High School exit, 10% for employment, and another 10% for middle-level skills development. For the HUMSS strand, 80% of learners chose higher education, 13% of learners chose employment and the remaining 7% of learners chose middle-level skills development as their SHS exit. In ABM, 67% of learners chose higher education as their senior high school exit, 27% for employment, and 6% for middle-level skills development. Furthermore, in the TVL track, 50% of learners chose higher education, 29% of learners choose employment and 21% of learners chose middle-level skills development as their exit.

To emphasize, learner respondents (Andresians) mostly prefer higher education as their exit despite being enrolled in the TVL track. There were still percentage (50%) of learners who wanted to go to college. This implies that learners may have enrolled in the TVL track for the sole purpose of finishing senior high school and then proceeding to their chosen course in college and none of the learner-respondents chose to have entrepreneurship as their chosen exit.



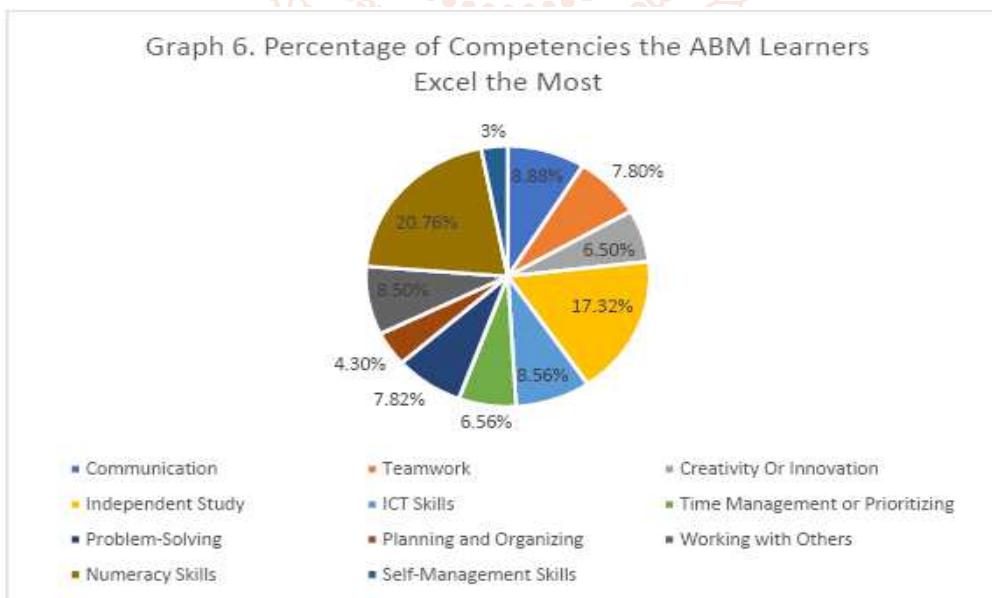
Graph 2 shows the percentage of competencies the STEM learners excel in the most. The graph above shows that 7.88% of the learners possess communication skills, 13.79% prefer teamwork, 6.40% have creativity or innovation, 23.15% of the learner prefer independent study, 10.84% possess ICT skills, 3.45% have time management skills, 4.43% are good at problem-solving, 0.99% of the learners excel in planning and organizing skills, 10.84% prefer working with others, 18.23% possess numeracy skills and 0% of the learners do not excel self-management skills.

To accentuate, STEM learners have independent study as the competency they excelled in the most, considering that studying independently is the most practical thing being practiced in college. Ironically, the competency the STEM learners performed the worst was the self-management, and readiness to improve their own performance. This may imply that their sense of responsibility is still lacking.



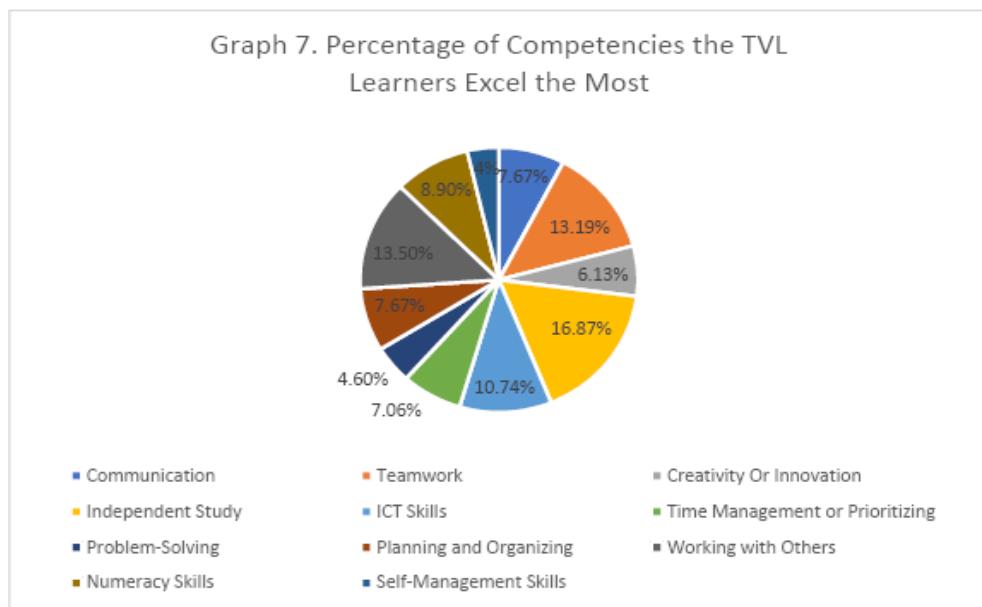
Graph 3 shows the percentage of competencies the HUMSS learners excel the most. The graph above shows 9.05% of the learners possess communication skills, 11.66% of the learners prefer teamwork, 5.28% have creativity or innovation, 22.27% of the learners prefer independent study, 10.42% possess ICT skills, 10.0% of the learners are good at time management/prioritizing, 2.30% excel in problem-solving, 4.73% are good at planning and organizing, 9.52% of the learners prefer working with others, 12.25% possess numeracy skills and 2% of the learners possess self-management skills.

To emphasize, HUMSS students excelled mostly in independent study but performed poorly in self-management. The same with the STEM learners, this suggests that learners from the HUMSS strand perform excellently in independent study considering that most of them prefer to proceed to college which is beneficial since independent studying is the practice commonly used by college students in order to pass their chosen courses. Alas, their lack of sense of responsibility among themselves is unfortunate.



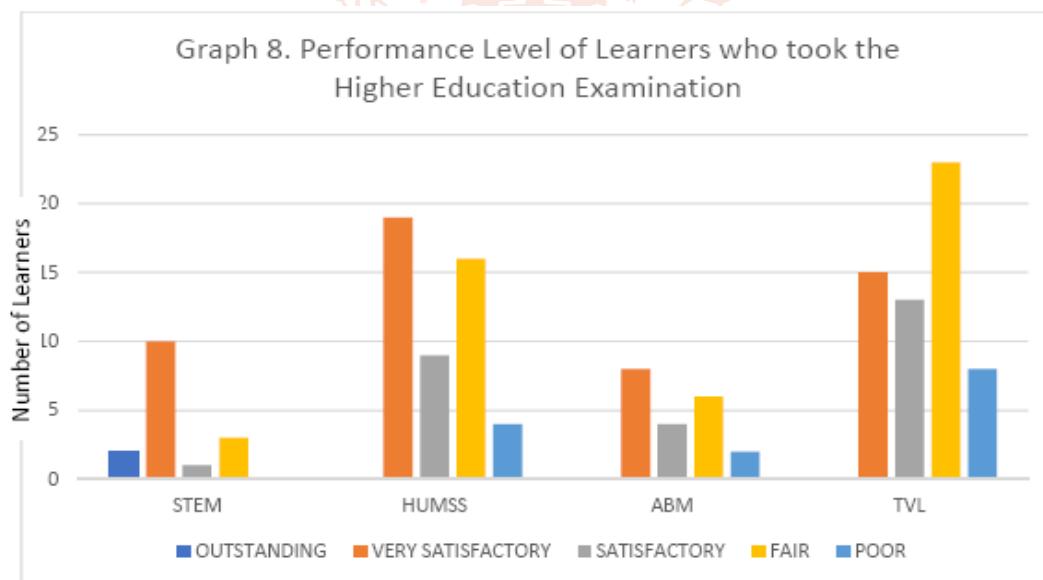
Graph 4 shows the percentage of competencies the STEM learners excel in the most. The graph above shows that 8.88% of the learners possess communication skills, 7.80% prefer teamwork, 6.50% have creativity or innovation, 17.32% of the learner prefer independent study, 8.56% possess ICT skills, 6.56% have time management skills, 7.82% are good at problem-solving, 4.30% of the learners excel in planning and organizing skills, 8.50% prefer working with others, 20.76% possess numeracy skills and 3.00% of the learners do not excel self-management skills.

To emphasize and as expected, ABM learners excelled most in numeracy skills but perform poorly in self-management. The same with the other two strands in the academic track, this suggests that learners from the academic track perform excellently in independent study considering that most of them prefer to proceed to college which is advantageous since being independent in college is the key to success and to excel in endeavors await in college life.



Graph 5 shows the percentage of competencies the TVL learners excel in the most. The graph above shows 7.67% of the learners possess communication skills, 13.19% prefer teamwork, 6.13% have creativity or innovation, 16.87% of the students prefer independent study, 10.74% possess ICT skills, 7.06% have time management skills, 4.60% of the learners excel in problem-solving, 7.67% are good at planning and organizing, 13.50% prefer working with others, 8.90% possess numeracy skills and 3.68% of the learners possess self-management skills.

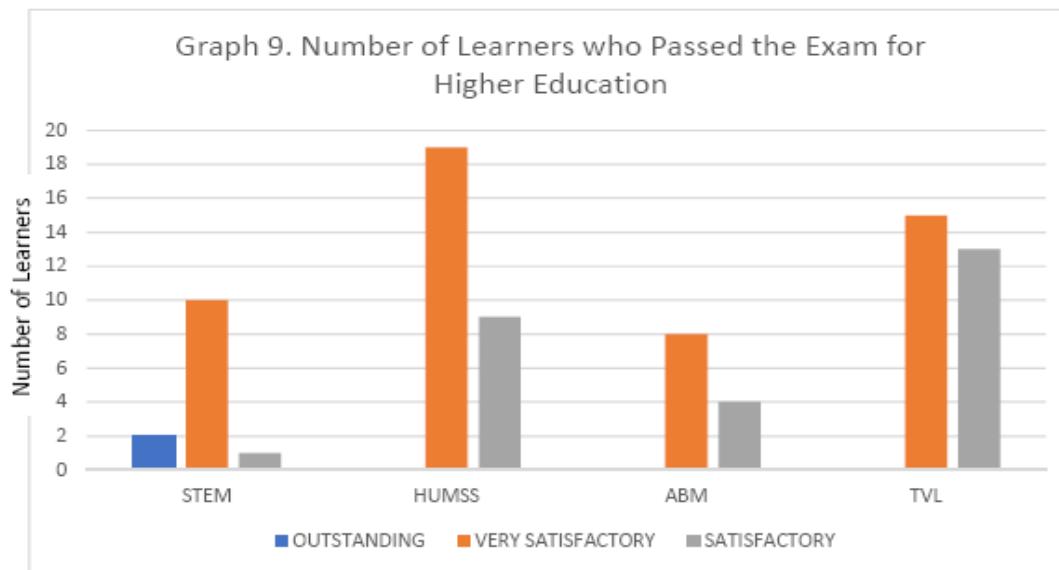
To accentuate, the TVL learners performed excellently in the independent study but did not have excellent self-management. Supposedly, the competency that TVL learners should excel in the most should be teamwork however studying independently is practiced more in college than the former. Considering most of the TVL learners chose higher education, having independent study as the competency they excel the most is beneficial since it plays a big role in college.



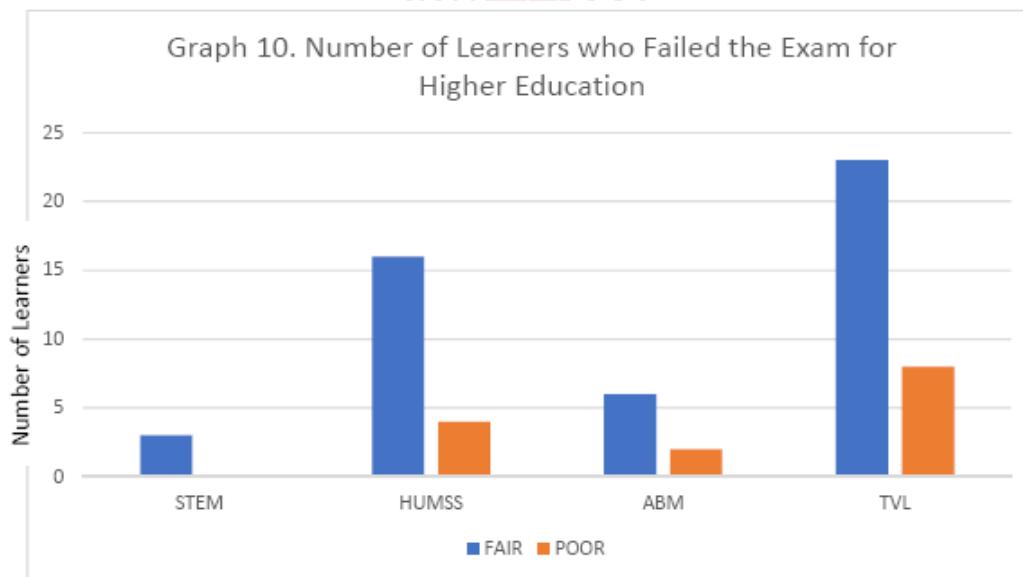
The graph shows the performance level of the learners from different tracks who took the higher education examination. From STEM, two (2) learners got an outstanding performance level (scores 25-30), 10 performed very satisfactorily (scores 19-24), one (1) performed satisfactorily (scores 13-18), and three performed fairly (scores 7-12). From the HUMSS strand, 19 learners performed very satisfactorily, 9 scored satisfactorily, 16 learners had fair performance, and 4 learners got poor performance. Meanwhile, 8 learners from the ABM strand

got very satisfactory performance levels, 4 got satisfactory, 6 belong to fair, and 2 got poor performances. Lastly, for the TVL track, 15 got very satisfactory performance, 13 got satisfactory, 23 got fair and 8 got poor performance.

In line with this graph, for the Academic track, 2 learners got an outstanding performance with the rest of the respondents having very satisfactory and satisfactory scores in the higher education examination which may imply that they can already proceed to college. For HUMSS, 19 learners performed very satisfactorily and 9 are satisfactory. Unfortunately, 16 and 4 learners got fair and poor performances respectively. This simply means that not all HUMSS learners are ready enough to proceed to college. Moving on to the ABM, the majority of the respondents got very satisfactory performances however there were 6 learners who got fair performances and 2 for poor. There was a percentage of ABM who were not ready for college. Lastly, for the TVL track, learners were still not ready and still need enough education in order to proceed to college.



This graph shows the number of learners who got a passing score on the exam for higher education. For the Grade 12 STEM learners, only two got a score of 25-30 (outstanding), 10 learners got 19-24 (very satisfactory), and 1 learner got a score of 13-18 (satisfactory). For the grade 12 HUMSS learners, nobody got a score of outstanding, however, 19 got a score of 19-24 (very satisfactory), and 9 learners got a score of 13-18 (satisfactory). Furthermore, for ABM, 8 learners got a score of 19-24 (very satisfactory) and only 4 got a score of 13-18 (satisfactory). Lastly, for the TVL track, none got outstanding 15 learners got a score of 19-24 (very satisfactory), and 4 learners got a score of 13-18 (satisfactory).



This graph shows the number of learners from different tracks who failed the exam for higher education and got fair and poor performance in the examination for higher education. There were three (3) learners who got fair performance for the STEM, however, a total of 20 learners failed HUMSS 16 and 4 respectively for fair and poor scores. Then, for the ABM, there were 6 learners only for having fair performance and 2 for poor scores.

Lastly, from the TVL track, a total of 31 learners failed the exam where 23 got fair scores and the remaining 8 got poor scores. This means that the learners are not ready enough and still need more proper education and training in order to proceed to higher education.

Among the four indicated SHS exits, most of the learners preferred to proceed on the exit for higher education. This is based on the first graph which showed that higher education was the most preferred exit, followed by middle-level skills development, then employment, and lastly, the exit for entrepreneurship which was not chosen by the respondents.

As shown in the second graph, the Grade 12 STEM learners excelled mostly in independent study (1), numeracy skills (2), and teamwork (3). This goes the same with the Grade 12 HUMSS learners which were shown in the third graph, while the Grade 12 TVL learners have independent study (1), working with others (2), and teamwork (3) as the competencies they excel the most that were illustrated in the fourth graph.

Meanwhile, according to T. Williams (2017), the core competencies needed for college are problem-solving, communication skills, teamwork, ICT skills, leadership, professionalism, and career management. Therefore, the respondents from the Academic and TVL track all have problem-solving as the competency that needs improvement in order to proceed to college.

Illustrated in Graph 9 was the number of learners who passed the exam for college admission. From the sample population of 227 learners, 143 chose higher education as their SHS exit. A total of 143 learners chose higher education as their SHS exit and compared to the number who passed the examination for higher education which is 81, it gives a difference of 62. This means that the learners are not ready enough and still need more proper education and training in order to proceed to higher education. The number of learners who passed the exam was equivalent to 56.64% of the population of learners who preferred higher education as their SHS exit. This implies that the respondents who chose higher education are still not ready to proceed to this particular exit.

5. SUMMARY OF FINDINGS, CONCLUSION, AND RECOMMENDATIONS

This chapter presents the summary of findings, conclusions, and recommendations based on the results and interpretation of the data from the previous chapter.

Summary of Findings

The findings of the study as shown in the frequency distribution of the number of learners pertaining to learners' chosen Senior High School exits clearly depicted that 80% (16) of learners from STEM, 80% (48) learners from HUMSS, 66.67% (20) learners from ABM, and 50% (59) learners from the TVL track chose higher education as their SHS exits. Furthermore, 10% (2) of learners from STEM, 13% (8) learners from HUMSS, 27% (8) learners from ABM, and 29% (34) learners from the TVL track chose employment as their SHS exits. Lastly, 10% (2) of learners from STEM, 7% (4) learners from HUMSS, 6.66% (2) learners from ABM, and 21% (24) learners from the TVL track chose middle-level skills development as their SHS exits and none (0%) chose entrepreneurship as their chosen exit.

Among the four indicated SHS exits, most of the learners preferred to proceed to for higher education exit. Based on the study, higher education was the most preferred exit, followed by middle-level skills development, then employment, and lastly, the exit for entrepreneurship which was not chosen by the respondents.

The learner respondents (Andresians) mostly preferred higher education as their exit despite being enrolled in the TVL track. There was still a percentage (50%) of learners who wanted to go to college. This implies that learners may have enrolled in the TVL track for the sole purpose of finishing senior high school and then proceeding to their chosen course in college. Consequently, none of the learner-respondents chose to have entrepreneurship as their chosen exit.

The strands STEM and HUMSS and TVL track learners have independent study as the competency they excelled in the most, considering that studying independently is the most practical thing being practiced in college. Ironically, the competency the STEM and TVL learners performed the worst was the self-management, and readiness to improve their own performance. For the HUMSS their lack of sense of responsibility among themselves is weakest. This may imply that their sense of responsibility is still lacking.

The ABM learners excelled most in numeracy skills but performed poorly in self-management. The same with the other two strands in the academic track, this suggests that learners from the academic track perform excellently in independent study considering that most of them preferred to proceed to college which is advantageous since being independent in college is the key to success and to excel in endeavors await in college life.

The number of learners who passed the exam for college admission. From the sample population of 227 learners, 143 chose higher education as their SHS exit. A total of 143 learners chose higher education as their SHS exit and compared to the number who passed the examination for higher education which is 81, it gives a difference of 62. This means that the learners are not ready enough and still need more proper education and training in order to proceed to higher education. The number of learners who passed the exam was equivalent to 56.64% of the population of learners who preferred higher education as their SHS exit. This implies that the respondents who chose higher education are still not ready to proceed to this particular exit.

Conclusion

Based on the findings of the study, majority of the respondents preferred higher education as their SHS exit where the competency that the respondents excelled in the most was independent studying with the least self-management skills which needed improvement. The null hypothesis is therefore accepted since only 56.64% of learner-respondents who chose higher education passed the examination. The researchers were able to initially conclude that Senior High School learners of Don Andres Soriano National High School are still not ready to proceed to their chosen exit.

Recommendations

Based on the findings of the study and its conclusions, it is recommended that more trainings and learning reinforcements may be deemed necessary to further improve Senior High School learners. In addition, the teachers may be included as respondents for additional data and concrete results for more reliable and effective output. Furthermore, the study may also encompass the assessment for both employment and middle-level skills development to be fair to those learners who chose the other two SHS exits.

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